

The Church School Teacher

Volume XXV

APRIL 1956

Number 4



God
in the
home...
peace
in the
world



NATIONAL FAMILY WEEK

May 6-13, 1956

THEOLOGICAL SEMINARY
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MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XXV No. 4
APRIL 1956

LAEL H. WESTBERG
Editor

PATRICIA LUNDQUIST
Assistant

RAYMOND A. VOGLEY
C. E. LINDER
C. LORRAINE TELANDER
KENNETH G. ANDEEN
*Editorial
Advisory Committee*

Cover: *Poster for
National Family Week.*

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Just a Few Words

By THE EDITOR

IN this issue we begin some articles dealing with differences in children. The article by Mrs. William Larsen, for example, will show that you cannot deal with children like so many peas in a pod. Mrs. Larsen is particularly concerned about the highly intelligent children, because their natural curiosity and response to teaching can become so easily frustrated when they are held back because of the children who learn more slowly. Highly intelligent children are not satisfied with "busy work." They want to press on. It is an important article and you will want to read it.

A New Series

Miss Ruth Swanson begins a series of three significant articles this month, too, on children who need special love, understanding and intelligent help. Miss Swanson has done graduate study in

the field of the handicapped child. She writes from a background of research and insight.

Individual Growth Patterns

The matter of individual differences in children is becoming increasingly important among educators. Children do not all grow at the same rate. One child reaches a level of maturity earlier than another. Each child has his own pattern of growth. The teacher must try to sense this pattern in each child so as to give him the most help in his journey from level to level. This insight of individual differences is as important, if not more important, for the church school teacher. God gathers us in His church but He calls us as John and George, Mary and Alice—individuals. And in His process of nurture He works with us as individuals. Christian education is not pouring doctrines

into people. It is helping them to hear and respond to the Word of God. A church school teacher helps most when he senses the pattern of growth of each child

in his class. The public school teacher can be a real help in helping the church school teacher at this point. And do not forget the parents.

Springtime

By ROBERT DOLF



While sleeping woods and fields lie white,
We know in winter's stormy night
With joyful certainty one thing,
That after winter comes the spring.

The budding trees burst out in leaves,
Plowed fields all promise golden sheaves.
With song the robin builds its nest
Upon the maple's leafy breast.

From yellow cups of daffodils
The cheerful sunshine laughs and spills,
While lilies, queenly gowned and fair,
Stand smiling in the sun-filled air.

Life dormant during winter's chill
Awakes in spring confirming still
Through all the earth, its length and breadth,
The hope of victory over death.

From Your Director

By L. H. WESTBERG

MOST of the Christmas and Easter services or programs for the Sunday school are written by members of our Augustana congregations. It is after they have been used once or twice in some church school that they come to the Board of Parish Education and are later published for the use of Augustana congregations.

Do you have a Christmas or Easter service you would like to send us? We are looking for good material to pass along to the Sunday schools. If your manuscript is chosen it will be published with your name as author and you will receive an honorarium. More important, you will be helping Sunday schools all over the country.

A Suggestion

From one congregation has come the suggestion that we publish a program which can be used (with variations) every year—one program for Christmas and one for Easter. The school can then build stage sets and costumes of high artistic quality, since sets

and costumes can be used year after year. The programs might become happy traditions. This suggestion came from Grace Lutheran Church of Spokane, Washington, the Reverend Joseph C. Elmer, pastor. I think it has great merit. Perhaps a reader of *THE CHURCH SCHOOL TEACHER* knows of such a program or would like to write one. We would be glad to hear from you.

The Inadequacies

I suppose everyone agrees that the present Sunday school is woefully inadequate as a Christian educative device. All of us, teachers, administrators, and parents, complain about the lack of time, the crowded quarters, the increasing difficulty of pushing so much into the Sunday morning.

It is for that reason that the Weekday Religious Education movement is becoming more and more attractive. The movement, which had rapid growth, was stifled for some time because of adverse court decisions. But a

United States Supreme Court decision has opened up the way again.

Weekday Religious Education is a program sponsored by the churches for teaching children and youth who are excused from the public school for one or more periods a week upon the written word of their parents. It provides more time for Christian teaching, using teachers especially trained to teach religion, relates religion to the pupils' other studies and encourages active participation in the life of the churches. We believe it is a movement which should be encouraged in our communities.

For Your Information

This summer, June 25-28, a National Conference on Weekday Religious Education will be held at Oberlin College, Oberlin, Ohio, sponsored by the National Council of Churches. Our Board of Education will send an official representative to the conference, Miss Florence Anderson, director of education at First Church, Jamestown, New York, and a member of our board. It is our hope that other Augustana people will attend, too. The conference is open to any interested person. If your community or your church is now involved in Weekday Religious Education or if you are considering the program it might be stim-

ulating and helpful to get a representative to the conference.

The main purpose of the conference is to strengthen the weekday movement, to secure denominational and public understanding and support of the movement and to emphasize Weekday Religious Education teaching as a Christian vocation. But the conference will be practical and will answer such questions as these:

What is weekday's present status? What are the legal provisions? Who should sponsor the program? What first steps do we take? How organize the churches? With what grades should we start? What class schedules are best? Where do we house the classes? What courses should we use? How do we get teachers? What does a good program cost? How do we raise the money? How do we win community support? Where can we get help?

Do you wish to send a representative? Let me know. I will get you all necessary information.

Sammy LWA

Lutheran World Action has produced a film strip you might like to use. I'll quote from the LWA bulletin description:

"The clever use of a light-hearted pixie named *Sammy LWA*, cartooned in full color, makes this filmstrip a 'must' for child audiences. *Sammy LWA*

really is the LWA emblem who rides on all the packages sent to areas of the needy overseas. Sammy appears on cartons 'as small as a vitamin pill' and 'as large as a Quonset hut,' but wherever Sammy appears he has a real story to appeal to young audiences in the 6 to 12 years of age group. The simple, conversational language, pleasantly monologued, carries an important, moving message to children—and their parents."

The showing time is about 15 minutes. It is in color. It is handled by the Augustana Audio-Visual Service for a small service fee.

Writers' Camp

Do you like to write? Do you want to sharpen up? Maybe the Christian Writers and Editors Conference is what you have been waiting for. Let me tell you something about it.

It will be held at Green Lake, Wis., July 7-14. The registration fee is \$10 for the first week, \$15 for both weeks. (The second week will be for concentrated writing.) Room and board can be secured for as low as \$5.25 per day. If you are interested drop us a note and we will get complete information to you.

There will be workshops for beginning writers, curriculum writing, fiction writing, script

writing, article writing, advanced article writing, devotional writing, Luther League topics, poets, college journalism teachers, and editors.

The leaders will include the following distinguished persons:

Dr. Warren E. Beck, professor of English at Lawrence College, Appleton, Wis., writer, and teacher at the Bread Loaf School of Writing, Middlebury, Vt.; Dr. George E. Bernhard, director of religious activities, Iowa State Teachers College, Cedar Falls, Iowa; Thyra Ferre Bjorn, author of *Papa's Wife*; Mrs. Helen Doss, noted author of *The Family Nobody Wanted*, and famous homemaker of TV program *You Asked for It*; Miss Mildred Magnuson, executive director of the National Council of Churches' Department of Curriculum Development; Professor Ward Miller and Dr. Lawrence Nelson, University of Redlands, Redlands, Calif.; Miss Margaret Lee Runbeck, noted writer; Prof. Roland E. Wolseley, Syracuse University. Tentative leaders include Mrs. Peter Marshall, author of *A Man Called Peter*; and Kenneth Stuart, art editor of *The Saturday Evening Post*.

The Board of Parish Education has a few scholarships available for persons wanting to attend the conference.

The Hartford School of Reli-

gious Education, Hartford, Connecticut, will hold its Summer Session June 18-30. Three courses will be offered (I quote from the bulletin):

"A Functional Approach to Teaching. This course will emphasize the place and nature of pupil-participation in the teaching-learning situation. Attention will be paid to ways of teaching and activity as a basis of learning.

"The Use of the Bible in Religious Education. To consider the use of the Bible in the educational program of the church with children, youth, and adults. Emphasis will be placed on sound Biblical scholarship as a guide to teaching the Bible.

"Counseling and Personal

Work in Religious Education. This course will consider the principles and methods of counseling and work with individuals within the context of the educational program of the church. Case materials, role-playing, and other specific materials will be used in addition to discussion of psychological and religious principles."

The tuition and board and room totals \$115, according to the bulletin. Courses may be taken for credit or may be audited. Students are asked to register before May 15. For further information write our office or apply for admission to Daniel F. Kraft, Director, Summer Session, The Hartford School of Religious Education, 55 Elizabeth St., Hartford 5.

A Song of Spring

Praise ye the Lord.

He sendeth forth springs into the valleys;

They run among the mountains;

They give drink to every beast of the field;

The wild asses quench their thirst.

By them the birds of the heavens have their habitation;

They sing among the branches

O Lord, the earth is full of thy riches.

Psalm 104:10-12,24 (A.S.V.)

Director's Column

By R. A. VOGLEY

IN April we celebrate the wonder of Christ's resurrection. Easter emphasizes the eternal dimension of our Christian life. Our words and attitudes reflect the fact that Christ is both our crucified Savior and our risen Lord.

Now let's look ahead.

National Family Week

In many churches the usual Mother's Day observance includes an emphasis on Christian family life. In connection with mother-daughter or father-son meetings or dinners continue to talk about home-church co-operation. If you are using the American Uniform Lessons, you may be able to interest more parents in the Parents' Class. You certainly want to emphasize the regular use of the Parent's Manual in the daily discussion and devotional period at home.

The Church Workers' Institutes

The Canada Institutes are being held the week of April 1.

Now is the time when some of you will make more definite plans to attend the Church Workers' Institute in your district.

Dates and Places of our Institutes

Texas, Seguin—June 3-8

Midwest, Dana, Nebraska—June 24-29

Tri-District, Columbus, Ohio—July 1-6

Illinois, Bloomington—July 1-6

California, West Covina—July 29-August 3

Northwestern, Ellensburg, Wash.—July 22-27

Wisconsin, Clintonville—July 22-27

Dakota, Jamestown, N. Dak.—July 29-August 3

Minnesota, Onamia—August 5-10

Institute Courses

Three Bible study courses will be offered at our institutes, including an Introduction to Bible Study, an Old Testament course and a New Testament course.

Our revised course 3B, "General Methods," will be the introductory course at all institutes this summer. In the future this printed course will be available for use in the local church both as a separate course and as a part of our Preservice Training Course.

The departmental courses will be general in nature, highlighting points of particular value for the teachers of each department.

A course on the Christian faith will develop some of the basic doctrines included in all Sunday school material.

Departmental workshops will provide additional resources and suggestions for our teachers.

The Vacation Church School

Now is the time to make your plans for your 1956 vacation school. Establish the dates. Se-

cure your leaders. Plan special projects. Provide some training and planning sessions for your teachers and helpers.

"My Christian Faith" is the series of lessons recommended for use in the summer of 1956. These lessons are closely related to the lessons in Year III of the American Uniform Series.

New Vacation School Lessons for the Nursery Class

"My Book About Jesus" is the new series of lessons for use in the nursery class of the vacation school. The pupil's material is in color. The teacher's guide is called "We Learn to Know Jesus in the Nursery Class." Samples will be displayed at all district meetings. Information will be included in the annual vacation school catalogue of the Wartburg Press.

The teacher seems to be a sort of stained glass window, and the sunshine of God's truth shining through the teacher's mind, spirit, and life takes on the glow and the color of that teacher, whether it be bright and glowing or whether it be dark and gloomy.

FROM **TEACHING FOR RESULTS**
by Findley B. Edge
Broadman Press

Sue's Problem

A Story About Peas in a Pod

By MRS. WILLIAM LARSEN

WHAT's bothering you, Sue?" Mrs. Davis inquired as she glanced affectionately at Sue Carlsen who was sitting across the table from her at the monthly Sunday School teachers meeting of Grace Church. It had been a very helpful meeting, Mrs. Davis was thinking. All the teachers except Sue had taken part in the discussion of visual aids that could be used during the next quarter.

Sue's brown pony tail seemed to droop in dejection as everyone looked at her, and her blue eyes were downcast. Emma Jones reached over and patted Sue's hand.

"Sue's doing a wonderful job with those peppy fourth-graders," Emma said, her plump face beaming with encouragement. "Your class seems to be working so hard every minute, even after dismissal time. I've never seen my nephew Jimmy doing so much

memory work of his own free will before. He thinks the world of you, Sue."

"Thanks, Emma," Sue replied gratefully, as her cheeks flushed. "I just love Jimmy and the other kids, but I'm afraid I'm not doing a good job teaching. Maybe they should have had an older teacher."

Pastor Hertz, who had been listening closely, now leaned forward and said, "Sue, I wonder if we can help you out a little. That's what we're here for, you know. We all admire your willingness to take over Don Jacob's class when he was transferred to Chicago last November, and we know it must be harder for you since you haven't had the chance

Mrs. Larsen is a teacher in the Minneapolis Immanuel Church Sunday School (UELC). She is the wife of Pastor William Larsen, Executive Director of the Minnesota Lutheran Student Foundation. The Larsens have three children.

to attend any of the Triple T training schools."

Sue took a deep breath. "That's just my problem, Pastor Hertz. I feel that I'm not doing the right sort of thing in class."

"In what way, Sue?" asked Mrs. Davis.

"Well," replied Sue, "I'll try to explain what I mean. For example I had planned that everyone in my class would memorize at least all the petitions of the Lord's Prayer and the explanations, but the quarter will soon be over, and Jimmy is the only one who has done it all."

"I think it is fine that Jimmy has done it," said Emma.

"But I'm so disappointed that the whole class didn't do it," protested Sue. "George Smith—you know, he stutters quite a bit—may have learned some, but I don't have the heart to ask him to repeat it in class. I am sure he would feel sensitive about writing it out."

"But didn't I see a beautiful note book on your table last Sunday that George was working on?" asked Mrs. Davis.

"That's right, Emma, and you should see the wonderful line drawings that he made interpreting each petition. I'm so proud of his work!" Sue replied, sparkling with enthusiasm. "And the Marsden twins—they are such TV fans—have been dramatizing the les-

sons. They write their own scripts and bring props and costumes from home. Some of their skits have been really good."



"Sounds like a wonderful class to me, Sue," said Jim Peters, who taught the high school Bible class.

"Thanks, Jim," replied Sue, "but I'm sure that you, being a high school teacher, can understand how hard it is for me to keep the whole class together so they are covering the same work and will be ready for fifth grade. I've got other problems, too. You all know Mary Valinsky, the Latvian girl in my class. Well, she can't read English very well, so I have to let her check on attendance while we're looking up Bible passages. Then I have Tom, who doesn't read well either, and Valerie, who knows the ending of every Bible story I start to tell. They are all so different. Maybe I could do better if I had some just average kids to teach."

"Maybe some of my experiences in teaching math in high school

would interest you, Sue," Jim said. "When I first started to teach I used to work hard trying to get all the kids to cover the same work. I spent hours after school trying to bring the slow ones up to average, and it really bothered me when some of the better students got too far ahead of the rest of the class."

"You mean that even high school teachers can't keep their classes working on the same assignments every day?" Sue gasped.

"Just exactly what I mean," remarked Jim reassuringly. "In fact I've decided that good teaching means giving the same amount of attention to all the kids, but not giving them all the same kind of attention. I give the superior students more and harder work to do, and I give the slower ones easier assignments."



"May I just break in here for a minute, Jim?" It was pastor Hertz. "As I understand it, you are trying to teach each student in your math class according to his

ability and interest. Is that right?"

"That's right, Pastor," replied Jim. "All my students have to do a certain minimum of work in order to pass a math course, but beyond that I expect a lot more of some than I do of others."

May Anderson spoke up for the first time. "Just a minute, Jim. Do you think it's fair to all of them to have different assignments? Why should some of them have to work harder than others?"

Pastor Hertz was speaking again. "Jim, maybe the teachers would be interested in hearing the results of the city-wide tests that you were showing me before our meeting tonight. I know that some of those figures were quite an eye-opener to me."

"Sure thing, Pastor," Jim replied, pulling a sheaf of papers from his pocket. "We've been giving tests to all our ninth graders this year, measuring their intelligence, their reading ability, vocabulary, spelling, and of course recording their ages, height, weight, and so forth. We have some ninth-graders who are 13, and some who are 17. Some of them weigh about one hundred pounds more than some of the others. Some of them read as well as most fourth-graders, and some of them read better than most college freshmen."

"But Jim," Emma Jones broke

in, "surely you don't mean that there's such a range of difference in every school. Here in Elmwood we expect that the children from Westfield Manor would be quite different from the ones from Shanty Town."

"That's what some of us thought at first, too, Emma," Jim replied, "but we've been studying figures from all over the country where tests like this have been given, and every community seems to have a similar situation. We are about ready to say right now that there's no such thing as an 'average' ninth-grade child."

"Jim, don't you really think that it's because we don't have enough good teachers that some of the children seem so retarded?" May Anderson asked.

"I'm not sure that's the answer, May," answered Jim. "Just suppose that you had an hour to give to each child for voice lessons every week. Would that mean that all the children's choir members would be able to sing equally well?"

"Of course not, Jim!" May laughed. "Some of them would learn to read notes, but some of them would probably get bored and drop out. And Jean and Tommy and some of the others might develop very nice solo voices."

"Well, there's your answer, May," Jim answered, "and I

think it's the answer for Sue and for all the rest of us teachers, too. The longer I teach the more excited I get about the challenge of differences in my students. And the more I feel the need of learning to accept each one for what he is, and after that, planning how I can help him go as far and as fast as he can."

"What you have in mind is something like the Parable of the Talents, isn't it, Jim?" asked Mrs. Davis.

"That's right, Mrs. Davis," responded Jim with a quick smile. "It seems to me that Jesus must have been thinking of us teachers when He emphasized that we have different gifts and responsibilities. Don't you think so, Pastor Hertz?"

"I agree with you, Jim," answered Pastor Hertz. "Thank you for sharing your ideas and experiences. Has it been helpful, Sue?"

"Oh, yes." Sue exclaimed, "I've been so worried that I was doing everything wrong, but now I feel much better."

"It's getting late," broke in May Anderson, "but I've got a lot of questions I'd like to talk over at our next meeting."

"Yes, May," said Mrs. Davis, glancing at the clock, "Why not keep some of these questions in mind and we'll continue next month."

To Each According to His Ability

—An Article About the Intellectually Gifted Child

By RUTH M. SWANSON

IN a recent CHURCH SCHOOL TEACHER article concerning the intellectually different child, mention was made of the fact that 675,000 of the school age children of United States are mentally retarded. The same research gives an identical figure for those intellectually gifted.

The church has an equal responsibility in providing for the Christian growth of these different children and looks to the church school teachers to provide opportunities for the Christian living and adjustment of these five talent pupils, as well as of those with one talent.

Beyond Chronological Age

Who, then, is the intellectually gifted? For our purpose, we will consider the gifted child to be one who is advanced, in mentality and ability, beyond his chronological age.

It is not as easy to identify the gifted child as it may appear. Special abilities in creative fields such

as art and music have sometimes been mistaken as indications of superior intelligence; the gifted child's lack of interest in classroom routines has led some teachers to think of him as a slow learner. Sometimes gifted children have grown frustrated with an inadequate or inflexible program and, because of their attitudes, have been classified as socially maladjusted. Generally speaking, however, the most apparent difference in the gifted child is a superior mental organization. His reading ability is superior, he learns rapidly, he recognizes relationships quickly, he comprehends meanings and he thinks logically.

Public school educators, within the last few years, have shown a renewed interest in the gifted children. Attempts are being made to give them enriching experiences and more challenging opportuni-

Miss Swanson is assistant to the Executive Director of Augustana's Board of Parish Education.

ties. Church school educators, dare we come lagging behind?

If it is true, as some writers would have us believe, that the influence of the home is decreasing, the responsibility of developing a sense of the Christian way of life and Christian adjustment in meeting life's situations rests upon some outside agency. School and church share in the responsibility for the development of Christian character in these future leaders of our society.

Objectives

The objectives of education for the gifted are the same as those for any other child. There is a difference in teaching, however. Greater emphasis should be placed on creative effort, intellectual initiative, social adjustment and responsibility and the development of unselfish qualities of leadership. This emphasis is important in the education of every child; but it is especially important with the intellectually gifted, from whom we anticipate future leadership.

Public schools have used a number of methods to facilitate work with the gifted. Acceleration, enrichment and grouping have been tried in various ways. Skipping grades to get through school faster is one method of acceleration. Currently, there seems to be a

movement away from acceleration toward enrichment of the curriculum. This may mean added assignments of the same kind or work of the research variety—investigations, experiments, field trips, etc. Grouping children on the basis of their general abilities has become a generally accepted practice in recent years.

In few churches will there be a sufficient number of gifted children to warrant the establishment of a separate class; consequently, they must be integrated into a regular church school class with those children of their social grouping.

Flexible Methods

It will be each church school teacher's responsibility to extend and enrich the class session to provide the gifted child with sufficiently challenging and varied materials and experiences to stimulate him to become a contributing member of the class.

There is no one teaching method which will fit the gifted child. Any method used should be so flexible that the student can be given a large measure of responsibility for the direction of his own learning.

Informal discussions make it possible to practice such social habits as patience, courtesy and respect for others. The child is

given a chance to use his abilities, making his contribution to the group and thus learning to work together with those of lesser intelligence.

Additional Stimulus

Besides participating in group activities the gifted child should be given the experience of completing, independently, a piece of work in some special area relevant to the unit of class study. This may be consulting further references, map work, personal interviews and the like. The result should be presented to the class, discussed by the group and added to the fund of knowledge pertinent to the unit of study. The extra time the gifted child has because he completes his work in less time than his classmates should not be devoted to mere busy work; neither should it consist only of advanced subject matter. He needs additional stimulating and challenging experiences — individually suitable activities that encourage wholesome emotional and social development as well. Such experiences should help him to translate his understanding into action. They might well include a personal service project.

Two warning signals must be heeded by church school teachers working with gifted children: (1)

avoid trying to fit them into the general mold of other pupils, and (2) do not permit them to monopolize the discussions and activities of the session. Inflexibility in the program will lead to frustration in the non-conformist, but his monopoly of the session will discourage active participation and bring about listlessness and indifference in other class members.

So, church school teacher, if you have one of these five-talent pupils in your class, recognize his ability and encourage his intellectual initiative with special assignments which are of real value to the class study. He will derive satisfaction from accomplishing them and from his consequent contribution to the class. Such experiences, with proper guidance, will contribute to the development of leadership qualities.

Parents

The gifted child in a class is an asset but also a responsibility. His teachers have a responsibility not only to him but also to his parents.

Parents of above average children are vitally concerned with the most advantageous use of their children's talents. They need as much help as the parents of the less gifted in understanding their children. Usually, they are more willing to listen to someone who gives them definite help than to

those who speak in generalities. Here the church school teacher is the key person, inasmuch as the informal, personal program Sunday after Sunday makes it possible to know and understand each child. Parents need to understand that their child will be hindered in his development by foolish pride, over indulgence or over display and that it is important for them to have an objective attitude toward their child's gifts. They need to see to it that their child leads a reasonably balanced life, physically, socially, emotionally and intellectually. They need to know how to help their child

learn to accept authority, to co-operate with others, and to accept leadership without thinking of themselves more highly than they ought to think.

Accomplishments of the intellectually gifted should not be measured by the great number of Bible verses, hymns and stories they may have learned, nor by the ease with which each has been learned. Consideration should rather be given to the way each lesson has been put into practice in the child's Christian living and adjustment. "Every one to whom much is given, of him will much be required."

To Whom Much is Given

Try the rough water as well as the smooth. Rough water can teach lessons worth knowing.

RALPH WALDO EMERSON

Far and away the best prize that life offers is the chance to work hard at work worth doing.

THEODORE ROOSEVELT

A Book List on Family and Related Subjects

By THE REV. RAYMOND C. SWANSON

The book list presented here is a condensation by Pastor Swanson of an original list compiled by the Committee on Literature and Other Resources of the Joint Department of Family Life of the National Council of Churches. Pastor Swanson, who is pastor of First Lutheran Church, Monmouth, Illinois, and a member of Augustana's Board of Parish Education, has prepared the list to assist churches desiring to provide members with the best literature in the field of Family Life. It is presented in this issue with the hope that it will stimulate active observance of National Family Week.

American Family, The. Cavan. Thomas Y. Crowell. 1955. 650 pp. \$4.75 (?). Text book, sociological emphasis but lends itself to functional teaching. Very provocative chapters on issues in American family at the mid-century.

Background to Marriage. Anne Proctor. Longman's, Green & Co. 1953. 139 pp. \$2.00. An excellent down-to-earth statement of Christian family life by the mother of six children with twenty happy married years behind her.

It is unique, sound theology interpreted by a laywoman.

Christian Home in a Rural Setting, The. C. R. McBride. The Judson Press. 1953. \$1.00. This is an elective course of study for parent groups containing material for thirteen sessions. It is specifically oriented toward the rural home and deals with timely subjects of concern to Christian parents. The author has had first-hand experience as a rural pastor and as a denominational field worker in rural church guidance. The book contains very few denominational references and can be used by any denominational group.

Christian Teaching in the Churches. John Q. Schisler. Abingdon-Cokesbury Press. 173 pp. 1954. \$2.50. A book on religious education—its nature, scope and purpose, with a section on parents and teachers of children.

Democracy in the Home. Christine Beasley. Association Press. 242 pp. \$3.50. Dr. Beasley uses many case histories to show successful applications of democratic principles to typical family problems. She stresses preventive aspects. Uses interdisciplinary approach, with non-technical and highly readable text, persuasive, stimulating. Helpful chapter-by-chapter reading lists and bibliography.

Engagement and Marriage. Burgess & Wallin. J. B. Lippincott Company. 1955. 763 pp. A product of very recent and most careful research by two of the leading persons in research in the family and marriage and the most outstanding publication with reference to engagement and marriage that we have. It is very readable and sound in its conclusions. It is a product of research, but the interpretations of the research are accurate. Many parts of it may easily be lifted for basis of units.

Family, The. Burgess & Locke. American Book Company. 1953. \$6.25. This, the reviewer thinks, is one of the best discussions of the modern family, both in this country and in others. It is pitched on a senior graduate college level but is a most readable book. It gives insight into the origin and development of the child's personality in the emotional, social, and intellectual environment of the home and should be easily applied to the Christian home and the Christian way of living in terms of psychogenic and sociogenic conditioning.

Family Fun Book, The. Larry and Helen Eisenberg. Association Press. 188 pp. \$2.95. This book provides activities for all ages, indoors, outdoors, at home and away from home. Suggests many ideas for "family nights" in churches, clubs, and inter-family activities in homes, picnic grounds, etc., making it especially useful in church family camping programs. Clear instructions; conveniently indexed.

How to Keep Romance in Your Marriage. W. Clark Ellzey. Association Press. 1954. A study of the meaning of marriage which will strengthen the marriage al-

ready contracted and help young people on the threshold.

History of Marriage and the Family. A. Goodsell. The MacMillan Co. 563 pp. \$4.00 (?) This book ought to be in every minister's library and in the library of every person working with marriage and the family. One has to have a knowledge of what has gone before in order to have the basis of accuracy of information and explanation, the teaching principles, to understand and deal with modern problems.

If You Marry Outside Your Faith. James A. Pike. Harper & Brothers. 1954. 192 pp. \$2.50. In this book the author faces realistically the problems which may arise as the result of mixed marriages. In his wide experience as a marriage counselor, the author has found the matter of the religious allegiances of couples to be of prime importance. He treats the matter in a clear, factual and direct way.

Marriage. Koos. Henry Holt. 1953. 440 pp. \$4.00. Textbook for colleges' functional approach. Point of view acceptable to religious groups.

Marriage for Moderns. Henry A. Bowman. McGraw-Hill. 1954. 520 pp. \$4.00 (?) This is a most recent revision of an always excellent text. There are chapters on sex differences (rather than inferiorities) and chapters dealing with personality adjustments in marriage, and in the appendix a brief digest, tabular form, of divorce laws which make it a most valuable book.

Making Your Marriage Succeed. Adams. Harper Brothers. 1953. 156 pp. \$2.00. This was written by a prominent clergyman and

was based on his annual series of sermons on the home. There is a comprehensive treatment of all phases of marriage and family life. It should appeal to all from teens to oldsters.

Recovery of Family Life, The. Elton & Pauline Trueblood. Harper & Brothers. 1953. 125 pp. \$1.50
The only way to arrest the apparent decay in family relationships is to rediscover and to develop the spiritual foundations assumed in the Christian concept of family life. This Christian family experience provides the only adequate base for a society which is "we-concerned" rather than "I-concerned."

When You Marry. Evelyn M. Duval and Reuben L. Hill. Association Press. 1953. 466 pp. \$3.75.

This revised edition focuses even greater attention on "the religious family" as distinct from "the family with religion" and on problems of mixed marriages. Highly readable text and lively illustrations.

Your Marriage and Family Living. Paul H. Landis. McGraw-Hill. 1954. 388 pp. \$3.00. A very useful book for counselors of youth. It is intended to be used as a basic text in high school family living classes. Considers the nature of the family, the values of the dating experiences leading up to engagement, and some chapters on what it takes to make marriage successful. It should be valuable in helping youth to make wiser choices and will probably cause some to postpone marriage instead of marrying too young.



NATIONAL FAMILY WEEK IS MAY 6-13, 1956

Two Sides of the Street

A Lesson in Contrast

By ELTON F. MACMILLEN

IN July, 1955, I was in a mid-western city to consult with one of our churches concerning additional area for educational purposes. A study of the situation showed that over a period of five years the Sunday School enrollment in this church had increased 50%. Classes were being conducted in the kitchen, the furnace room, the choir loft and in the nave of the church. One small class was being taught in the bell tower, a natural chimney in case of fire.

Books, construction paper, boxes of color crayons were piled on top of the piano in the basement as well as on the tables; some children were occupying small chairs, others dangled their legs from chairs of adult size. Coats and jackets were piled on tables and on the floor in the corner. Other apparel hung from the hooks of a totally inadequate coat and hat rack which was too high for the children to reach. The various

classes were crowded together with barely room enough for the teachers to move around. There were no dividers of any sort between classes, and bedlam reigned supreme.

There was little or no ventilation in the room and I stepped outside for a breath of fresh air and stood looking at the beautiful new building across the street. A large sign proudly announced the impending completion of a new public elementary school. I crossed the street and entered the building through the wide, sturdy doors. I walked down the well-lighted corridors, glancing into the clean, new, spacious 35 square feet per pupil class rooms and noting the ample built-in chalkboards and tack boards. The desks were in place in some rooms and I

Mr. MacMillen is assistant to the director of the Department of Church Architecture and Building Finance, Augustana Lutheran Church.

admired the orderly manner in which they were installed. Each room contained a desk for the teacher and ample storage cabinets for supplies. Another room was apparently intended as a library judging from the bookcases and other equipment and there was a well-equipped kitchen, a large dining area, a gymnasium and an auditorium with stage and dressing rooms. Each room was well lighted and ventilated.

Designed for Helpfulness

In short, the entire building was designed and built to provide our young people with the most modern of facilities in order to help them obtain an adequate education.

What a depressing comparison between this building and the one across the street in which the same young people were expected to acquire the Christian education which could help so much to determine their moral fiber and the future of Christianity in the troubled world. It didn't seem possible that the same people were furnishing the funds which supported the two programs. It was almost unbelievable that we, a nation of Christian, freedom-loving people, could have overlooked the vital importance of placing Christianity and Christ's church at the top of the list in providing for the future of those youngsters to

whom we would some day turn over the reins of government and all matters pertaining to the extension of His Kingdom.

In our desire to adhere to legislation requiring school attendance until a child reaches the prescribed age, were we ignoring or treating lackadaisically the command of the Master when He said, "Suffer the little children to come unto Me, forbid them not, for to such belongeth the Kingdom of heaven. Verily, I say unto you, whoever shall not receive the Kingdom of God as a little child, he shall in nowise enter therein." Were we not overlooking the fact that a bent twig will not develop into a straight tree, or that an arrow which is bent in the making is never true in its flight? Is it not our responsibility to recognize that our children's future may well be influenced by an adequate Christian education and the association of other Christian children?

Back to Our Main Concern

Two passages from scripture came to mind as I re-crossed the street to return to the church. Proverbs 1:7—"The fear of the Lord is the beginning of knowledge," and Proverbs 22:6-7—"Train up a child in the way he should go and when he is old he will not depart from it." I was reminded of the many articles and

poems which have been written in acknowledgment of these basic truths. I thought of the many campaigns conducted by religious and civic groups to bring people to a recognition of the importance of church membership for all age groups, and especially the groups which comprise the nation's juvenile delinquents. I remembered reading a few days before that the legal costs of prosecuting one young man for committing murder had run into several hundred thousands of dollars and I thought of how many Christian education buildings could be erected for that same amount of money. I thought of the millions of dollars we spend yearly to punish single individuals and of the nickels and dimes we spend in a half-hearted effort to save thousands of souls for Christ, considering our purses and our selfish desires as more important than the future of our children.

Surely we, parents and non-parents alike, must determine to accept and faithfully discharge the responsibility which is ours to provide tomorrow's leaders with a knowledge of Christ's teachings. No longer can we honorably escape our obligations to Christ nor dismiss our responsibilities with smug denials when asked to do something about the present situation.

But there is a brighter side, too. God's people are on the march.

Many of our churches have already dedicated themselves to the project, pledging millions of dollars which will be spent for Christian education facilities. According to "Costs and Trends of Current Building Construction," a publication of the F. W. Dodge Corporation, the first nine months of 1954 saw the erection of 84 miscellaneous religious buildings in the Chicago area alone. These buildings, most of which it is fairly safe to assume were educational buildings, had a total value of \$10,152,000.00. Referring again to the same source of information, the first nine months of 1955 saw 130 such buildings erected in the same area for the total valuation of \$18,619,000.00, an increase of approximately 85% in valuation over the previous year.

A New Day

The dawn of a new day is at hand, a day in which God's light and warmth shall rest upon an endless row of modern, functional well-equipped church educational buildings to assist the teachers in getting the most out of the fine teaching materials at their disposal. On that day we, the adult planners and contributors of today, may well stand humbly thankful as we hear the words, "Well done, thou good and faithful servant."

An Encouraging Reminiscence

By ARLENE JOHNSON

ONE morning, a year ago, my telephone rang. There is nothing unusual in a telephone ringing. But this call was different. A member of the staff of the Board of Parish Education was calling. Would it be possible for me to go to California to help conduct a T.T.T. school?

Those initials "T.T.T." will always carry special significance for me because of the wonderful opportunity afforded me to become a part of the Teacher-Teacher program. But that invitation made me feel very keenly my limited qualifications for such an important assignment. I discussed this feeling of inadequacy with a friend, who said some-

thing which gave me courage to accept. "Say yes to the invitation," she said, "and do your very best. What you can't give, God will provide through another teacher." Her words were prophetic. God provided many such teachers.

For the past year I have been a member of many T.T.T. teams. My special assignments have been to help teachers of primary department children. In every primary divisional meeting we have found we came from widely varying backgrounds: mothers, housewives, students, clerks, stenographers, telephone operators, public school teachers, and occasionally a husband or father. Background notwithstanding, we had a common concern. We wanted to help the teachers of our church's children do a better job. We found we had common problems, too. Problems such as limited space, lack of equipment, shortage of teachers, indifferent parents, and in some instances, a confused un-

Mrs. Herbert Johnson is a session supervisor for the primary department at Diamond Lake Lutheran Church, Minneapolis, Minnesota. Her husband, Assistant Supervisor of Agencies, Lutheran Brotherhood Insurance Co., is a deacon at Diamond Lake. The Johnsons have two children.

derstanding of our church's curricular materials and how to use them. And we shared a common understanding which gave all of us comfort and heart. We knew that none of us stood alone in his particular problem.

Group participation is a gratifying phase of the T.T.T. program. It is evident in the Bible studies and in the divisional meetings. Just as participants in a musical group derive more pleasure than the audience, or the participants of an athletic team experience more thrill than the viewers, so the T.T.T. participants felt more a part of the program than those who stayed on the sidelines. Sometimes the contributor opposed a suggestion offered. Sometimes he accepted it. Both reactions had merit. It is the sharing that counts.

Growing Through Sharing

One of the most pleasant memories I have is in connection with a reaction of opposition. At the opening of one of the schools a teacher came to me to say that she did not like our curricular materials. I could very well appreciate her position, because I had had the same opinion when I was first introduced to the materials. In fact, I had been disturbed to the point that I was going to edit my own materials! After attending my first T.T.T. school my

opinion had been reversed. Today I can say that the more I use our church's curriculum the better I like it, and the more possibilities I see for its use. At the close of the school the same teacher came to me to say that she had a completely changed viewpoint and couldn't wait to get back to her class.

Room for Growth

Quite often when we attend classes in religious education or church school methods we are prone to think, "There is nothing offered here that I didn't know before. The idea is fine, theoretically, but it would never work in my situation." Undoubtedly, there were suggestions offered in our schools that didn't apply to all. My personal feeling is, however, that one should not judge a new idea until it has been tried. I fear many of us are in a rut and find it easy to follow the line of least resistance. I had a man in my own church approach me and ask, "Why are you always making changes and trying something new? We didn't do all these things when I went to Sunday school, and we learned enough." I wonder if that same individual would be content to travel in a 1915 Model T Ford. He would reach his destination eventually, but think how much longer it would take him to ar-

rive. In many cases, we are using Model T techniques with our children. Because someone made a little wooden birthday cake into which we placed candles for each child's birthday ten years ago, we celebrate each child's birthday by lighting candles on that same cake. Or, because there has always been a fifteen-minute opening exercise period, we feel we can't make a change. Then, too, many department leaders will not diverge from a story or a flannelgraph presentation for the worship service. Some leaders do not see that the worship should be the child's own service and that teacher and leader should guide, not direct. We must never forget the child is the center of all our teaching. I remember so well the statement made by a teacher in one of my classes in California. We were discussing this point of the teacher being too much in evidence. She said her philosophy had always been that there should be just one "quack" for every ten "peeps." How true that is! Teachers must learn to listen.

Making the Most

The physical conditions under which we work do have a direct bearing on the results we obtain; however, the best working conditions possible will not necessarily produce good teaching. Crowded quarters and lack of

physical equipment are often used as an excuse for not accomplishing the desired aims. So often we hear the statement, "I don't even have room for a table." From my own personal experience, a table can be a handicap—especially the "ladies aid" type which many of us must use. It is much more important that you have small chairs that fit the children. Being crowded can serve a purpose. It gives us a feeling of intimacy, especially when the group is formed into a semi-circle with the teacher a part of the group; voices are kept low, hands are visible and not busy under cover of a table, and pictures or other visual aids are more easily shared.

Related Activities

Some teachers feel a table is necessary for handwork. Related activities can be done by using each child's chair for his work area. Too many of us are more concerned about the so-called art work than we are about teaching the lesson. Activities, whether art work, discussion, drama, role playing, etc., should be used to further the aim of the unit or lessons. The idea of coloring or making something for the sake of something to do is all wrong.

Another physical appointment of which we should be aware is the worship center. When a small child sits on his small chair, he

cannot see many objects placed at the height of a regular altar. How much better to use a low table with the open Bible and possibly a fitting picture as a worship center and dispense with an altar. Speaking of pictures, one must check to see if they are placed where a child can enjoy them. Too often they are hung for adults. We must hang them at the child's eye level, not up where we would appreciate them most. Remember, it is the pupil we are considering.

Giving Ideas a Try

The enthusiasm radiated at every school I attended was most gratifying. My only concern is whether the ideas presented will be tried. Many suggestions might be quite revolutionary. We can't over-emphasize the fact that a lengthy trial period is necessary before admitting the defeat or failure of an idea. One must try an idea many times before accepting or rejecting the plan. It may take several months or even a year

to see the success of the method. The main point to remember is to keep an open mind. You know children accept and adjust to changes much more readily than adults. Many times it is the adult who has difficulty accepting something new. Persons who work with children must be willing to "grow" with the child and be subject to changes.

The Reminiscence

In looking back over the year I have particular memories of each school I attended. It was an opportunity to make some of the finest acquaintances I have ever been privileged to make. With the type of person present at our T.T.T. schools, we need never fear for the training of our children in the church school. The eagerness and sincerity displayed was a challenge to me. It is my earnest wish that we might meet again in our work with children. I am certain that I learned much more than I could ever give in return.

The unprepared teacher is like a messenger without a message.